

### Introduction to St Martin's C E Primary School

Having opened in 2015 St Martin's CE Primary School is the newest school in the Frays Academy Trust. The school achieved a 'good' Ofsted inspection in June 2018 and earlier in March 2018 also received a 'Good' in the SIAMS inspection.

Those that visit the school are instantly impressed by the modern facilities which include a food technology room, MUGA and dance studio. But the school is much more than this.

The school also provides a Specialist Resource Provision for pupils with an EHC plan for Autistic Spectrum Disorder. Pupils part of the Oasis provision benefit from an OT room, Sensory room and specialist therapies such as music therapy alongside the National Curriculum subjects and 'are well supported to meet their individual learning needs.' Ofsted report 2018

As a Church of England school, a Christian ethos is at our heart and our school values of Respect, Compassion, Generosity, Forgiveness, Perseverance, Courage, Justice and Trust are promoted throughout everything we do in school.

'Parents and pupils, of all faiths and none, say they feel welcome and included, whilst also valuing what the Christian character and the school's Christian values bring to their lives' SIAMS report 2018.

At St Martin's we want all children to succeed and aspire to reach their full potential we do this whilst encouraging a love of learning. Our aims are to provide outstanding education for all our pupils.

St Martin's is a 'happy and inclusive school where pupils are safe and valued and enjoy learning.'

### Vision Objectives

- Every child will be given the opportunity to flourish in a healthy, safe and secure environment.
- Their individual skills, talents and spiritual development will be nourished so that the young people bloom and prosper.
- We will ensure that the curriculum is innovative and encourages a love of learning.
- The local community sits at the core of the vision and has significant input into the vision and development of the school.
- St Martin's Primary School will enable all pupils to achieve and develop the skills, knowledge and understanding necessary for Secondary Education and beyond. The learning culture within St Martin's Primary School will inspire children to succeed academically and encourage pupils to aspire to reach their full potential.

CLOSING DATE – Open application  
Interviews will be held when suitable candidates  
are shortlisted  
Induction dates to follow confirmed appointment

St Martin's CE Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced CRB check is required for all successful applicants.



We are excited to be expanding our SEN Team and are currently looking for a permanent member of staff to join our growing SEN/SRP Team. We are seeking to appoint an experienced, enthusiastic SEN Learning Support Assistant specialised in working with pupils with physical disability, Downs Syndrome and Special Educational Needs, for an immediate start.

Must have evidence of receiving training in working with pupils with ASD, PMLD and learning difficulties and be fully trained in or prepared to be trained to use hoist equipment.

**We are looking for passionate SEN LSA who have:**

- Proven classroom experience with working 1-1 with SEN pupils
- Proven classroom experience in working with SEN in groups settings
- Good organisational and interpersonal skills
- A good command of English
- A positive approach to working with children with ASD
- Level 2 and above trainings in ASD, SEN, Teaching Assistant based courses
- Hoist Training

**We offer:**

- Effective and supportive CPD
- A calm and caring school environment
- A supportive and knowledgeable SEN Team
- Modern facilities, Sensory room and learning aids

This is an exciting opportunity for developing your career in education and benefitting from the Trusts training and support programmes, as well as gaining support from a strong team.

<b>Salary</b>	<b>Pay Scale 2 - NJC02-4 dependent on experience</b> Training days may well be required throughout the year which will be paid as additional time throughout the academic year.
<b>Permeant contract</b>	<b>ASAP</b>
<b>Hours</b>	<b>27.5 per week Term-Time Only</b>

**CLOSING DATE – Open application**  
**Interviews will be held as suitable candidates are identified**

To apply for this role please fill out our application form and email to [smartins@fraysacademytrust.org](mailto:smartins@fraysacademytrust.org), please note CV's will not be accepted for this role and all offers are subject to DBS Enhanced check.

If you have any further questions about the role please contact the school office

**All applications will be treated with the strictest confidence.**

Post Title:	Special Educational Needs (SEN) Learning Support Assistant (LSA)
Responsible to:	SENDCo
Pay Spine	Scale 2 (NJC02-NJC04 dependent on experience) Annual Salary Pro-rata pay
Terms and Condition	Permanent Contract - 27.5 Hours per week – Term-Time Only
Start Date	ASAP

## Special Educational Needs Learning Support Assistant Job Description

### Main Purpose

- To provide specialist skills and knowledge, at an advanced level, in the area of SEN
- To plan, resource, deliver, monitor and review progress for children with SEN on individual /group programmes within the classroom or as part of a withdrawal strategy.

### Main Duties and Responsibilities

#### Support for the pupils

- Develop knowledge of the particular needs of pupils and seek advice from SRP Manager, class teachers and outside agencies as required.
- Provide learning support to pupils, either in 1-2-1 or small group situations, both within the class and in the SRP.
- Facilitate access to the mainstream setting providing a full range of learning experiences with modified materials as required e.g. worksheets, games, visual prompt cards etc.
- To deliver high quality, structured provision to pupils, as directed by the SRP Manager.
- Supervise and support pupils, ensuring safety at all times.
- Promote the inclusion and acceptance of the pupils from the SRP.
- Facilitate interaction with peers in the classroom and around school.
- Attend to the pupils' personal needs and implement related personal programmes, including social, health, physical, hygiene and intimate care, first aid and welfare matters.
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Motivate and encourage pupils to have a go at activities they may be unsure of.
- Encourage pupils to act independently as appropriate.
- Develop high quality resources as suggested and advised by the SRP Manager or other outside agencies.
- Prepare and maintain equipment/resources as directed by therapists and direct pupils in their use.
- Provide structured, positive behaviour support in accordance with Trust policy.

	<ul style="list-style-type: none"> <li>• Provide support through Therapy sessions delivered by outside agencies</li> <li>• Support pupils in the playground, being mindful of his health and safety in relation to their conditions, and encourage safe interactive play.</li> </ul>
<b>Support for the class teacher</b>	<ul style="list-style-type: none"> <li>• To work as part of the team to ensure that the well-being and personal development of the pupils enhances their learning opportunities and life skills.</li> <li>• To attend planning meetings with the SRP Manager and class teacher to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning, behaviour and communication skills.</li> <li>• To provide regular feedback to the class teacher, SRP Manager and relevant outside agencies about pupils' strengths, difficulties and progress.</li> <li>• To contribute to the Annual Reviews by writing a brief report and attending the meeting.</li> <li>• Undertake pupil record keeping and complete pupil assessments as requested</li> <li>• Gather/report information from/to parents/carers as directed</li> <li>• Accompany teaching staff and the child on visits, trips and out of school activities as required.</li> </ul>
<b>Support for the school</b>	<ul style="list-style-type: none"> <li>• To foster good links between home and school.</li> <li>• To participate in relevant professional development as deemed appropriate for the needs of the pupils in the SRP.</li> <li>• Be willing to undertake training programmes to enhance knowledge and understanding of how best to support pupils with Autism.</li> <li>• To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to equality, inclusion and special educational needs.</li> <li>• Contribute to the overall ethos/work/values of the school.</li> <li>• Attend relevant meetings as required.</li> <li>• Appreciate and support the role of other professionals.</li> <li>• Participate in performance management, as required.</li> <li>• To maintain confidentiality and sensitivity to the pupil's needs but have regard to the safeguarding procedures of the school and the Frays Academy Trust.</li> <li>• Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.</li> </ul>
<b>Support for the curriculum</b>	<ul style="list-style-type: none"> <li>• To help adapt and plan the development of resources necessary to assist in learning activities of children with special needs, taking into account pupils' interests, language and cultural backgrounds.</li> <li>• Undertake broadly similar duties commensurate with the level of the post as required by the Headteacher.</li> </ul>

The post holder must be aware of the confidential nature of the work required and comply with GDPR regulations.

This job description may be amended at any time after consultation with the post holder.

<b>Special Educational Needs Learning Support Assistant Person Specification</b>	
<b>Essential</b>	
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• GCSE in English, Maths &amp; Science</li> <li>• Minimum NVQ Level 2 or equivalent qualification or experience e.g. Supporting Teaching and Learning in Schools</li> <li>• NVQ Level 1-2 Certification in ASD/SEN/Disabilities</li> <li>• Level 1-2 Makaton training (desirable)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Min 1 years' experience in working 1-1 with pupils with ASD</li> <li>• Min 1 years' experience in working as a LSA or TA in a school setting</li> <li>• Knowledge and understanding of Makaton</li> <li>• Experience of working with children from 5 – 11 in an educational setting.</li> <li>• Awareness of policies relating to health and safety, equal opportunities, confidentiality and data protection</li> <li>• Experience of implementing and evaluating nationally recognised intervention programmes with SEN groups/individuals</li> <li>• A good understanding of child development and learning processes</li> </ul>
<b>Skills/Abilities/Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of Autism and other Special Educational Needs</li> <li>• Able to work constructively as part of a team, understanding roles and responsibilities.</li> <li>• Have knowledge and understanding of the different social, cultural and physical needs of pupils.</li> <li>• Able to use basic technology - computers, iPads, digital cameras etc.</li> <li>• To able to communicate effectively in standard English</li> <li>• The ability to work independently and as part of a multidisciplinary team</li> <li>• Motivate children who have put up barriers to learning</li> </ul> <p>High expectations of themselves and the children they support</p>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A sense of humour</li> <li>• Smile when things don't go quite according to plan</li> <li>• Form effective, positive and supportive relationships with children,</li> </ul>

staff and parents

- Work constructively as part of a team and be willing to share their knowledge and experience with other members of the support team
- Passionate about raising standards for children with SEND
- Calm and patient with children
- Flexible and creative in their thinking and practical work
- Willing to constantly improve their own practice/knowledge through self-evaluation and learning from others
- Organised
- Must keep school matters confidential

Must have an understanding of and a willingness to promote equal opportunities